

Pre-College English for Tibetan Speakers
高原英语：高考知识点
མཐོ་སྒྱུགས་དབྱིན་ཡུག་སྒྱུགས་གཞི་རྩ་གནད།

Answer Key
答案

Unit 1: Describing Ourselves

Reading Comprehension Questions (6)

1. Tsering went to Zeku to visit a middle school friend last weekend. He was very excited and enthusiastic at the beginning.
2. Tsering chose to take a car instead of the bus because the car would be faster.
3. Student opinion
4. The passengers felt nervous about the driver's driving.
5. The driver took the passengers up a dirt road/The driver took the passengers to a small courtyard house in the middle of barley fields.
6. The passengers felt impatient and suspicious.
7. The driver told the passengers to get out of the car, and that he would hold them for ransom.
8. The driver wanted money from the passengers.
9. Lhamo thought that escaping was too idealistic.
10. (answers must include: horses, scattered captors, gathering up passengers, riding horses down the road)
11. The other passengers praised Tsering and Lhamo for helping save them
12. They got to Zekog by bus in the end. It took them nearly eight hours.
13. Student opinion
14. Student opinion

Grammar: Simple and Continuous Verbs (7-8)

The first sentence is in the simple present tense, while the second is in the present continuous tense.
And the simple future and future continuous tenses.
Sentences below: use the chart above to complete

Exercise 2 (9)

1. Does she speak French?
2. Is she speaking French now?
3. What do you study at university?
4. What are you studying at university right now?
5. What were you eating when I called you last night?
6. What did you eat last night?
7. What time does the train arrive?
8. What time will the train arrive?/What time did the train arrive?
9. What were you doing when I saw you on the street yesterday?
10. How do you feel today?/How are you feeling today?

Exercise 3 (10) (in sentences)

1. ate
2. will travel
3. was/were sleeping
4. will be studying
5. like/likes

6. was/were running
7. will take
8. will be snowing

Exercise 5 (10-11)

1. is, decided
2. was waiting, walked, tried
3. will grow up
4. lives, works
5. studied, didn't do
6. will learn
7. seemed, were you thinking
8. will be, will be walking
9. was having, started
11. eat, didn't eat
12. will work/will be working
13. was watching, hit
14. will go
15. rode

Grammar: Phrasal Verbs Introduction (12)

Turn off = stop a machine/light

Turn on = start a machine/light

Wake up = stop sleeping

Write down = write something on a piece of paper

There are also intransitive verbs which take no object

"it" = the story

"it" = the jacket

"him" = Bob

If phrasal verbs are separable, the verb and the preposition can be separated

Exercise 1 (13-14)

1. put on
2. took...off
3. picked up, put...down
4. picked...up
5. handed...in
6. handed...out
7. woke up
8. figure out, wrote...down, look...up
9. made up
10. put on, put...off
11. throw...away/out
12. turn off

Exercise 3 (14-15)

1. it off
2. it up
3. him up
4. them out/away
5. him up
6. it in
7. it off
8. her up
9. it/that down

10. them out
11. it down, it up
12. it off
13. them out

Vocabulary Matching (16)

1. psychologist = a doctor who helps people with mental problem
2. mental = about the mind, brain, imagination, or feelings
3. identity = who you are
4. situation = the way things are at a certain time and in a certain place
5. theory = an idea that may or may not be true
6. abuse = to treat someone badly
7. imaginary = something that is not real (inside someone's mind)
8. deal with = to do something to solve a problem; to handle
9. physical = about the body; about things that are real/visible

Reading Comprehension Questions (16-17)

1. Dr. Baer got a letter from Claire/Karen. [both OK]
2. Karen has MPD.
3. At least eleven people are inside Karen.
4. Many doctors think that parents abusing children causes MPD in the children.
5. Abused children may want to create different people inside of themselves to escape abuse/pain.
6. Karen's childhood was difficult.
7. Karen created Claire to take her memories of abuse, Miles to help her deal with the physical pain, Elise to be the "normal child" at school...[continued]
8. Yes, they did.
9. When she was an adult, they made her feel very depressed and forget things.
10. When she first came in, Dr. Baer didn't really believe that she had MPD.
11. Many doctors don't believe that MPD exists because they think that patients are just actors trying to become famous.
12. It took 17 years for Dr. Baer to bring Karen's personalities together.
13. Student opinion

Comprehension Questions (19-20)

1. The writer doesn't like Mr. Wang's class because...[sad, depressing, boring, only read from the textbook, didn't know what he was talking about, was confused, etc.]
2. The writer used to enjoy math class, and had always been fascinated by math before Mr. Wang's class.
3. The writer moved to the back of the classroom so he wouldn't be annoyed by his classmate and/or he could get some sleep.
4. While the writer was starting to fall asleep, a vulture suddenly crashed through the class window and fell onto the floor of the classroom.
5. The class sat as if made of stone. The writer tried to make the vulture leave by offering yak jerky.
6. The writer offered the vulture yak jerky.
7. The vulture's wings smacked the writer in the head. The writer lost consciousness.
8. The writer said he hadn't fainted because he was embarrassed and didn't want the others to think he was weak.
9. The writer felt relieved that he had gotten the vulture out of the classroom.
10. Student opinion

Exercise 3 (21)

1. shocked
2. disappointing, boring
3. relieving
4. offended
5. depressed

6. confusing
7. embarrassed, excited
8. annoying, irritated
9. worried, reassuring

Exercise 4 (22)

1. entertained
2. excited
3. confused
4. tiring
5. embarrassing
6. amusing
7. disgusted
8. reassured
9. shocked
10. confusing
11. surprising
12. frightening

Grammar: Adjectives and Adverbs (22)

An adjective describes a noun

An adverb describes a verb, an adjective, or another adverb.

Slow is describing driver; slowly is describing drives.

Exercise 1 (23)

1. (adj) student, studies (adv)
2. (adj) runner, runs (adv)
3. (adj) worker, works (adv)
4. (adj) boy, speaks (adj)
5. (adj) driver, drives (adv) carefully (adv)
6. I extremely (adv) excited (adj)

Exercise 2 (23)

1. beautiful (adj), wooden (adj)
2. busy (adj), usually (adv), short (adj)
3. old (adj), truly (adv), excellent (adj)
4. slowly (adv), heavy (adj), quietly (adv), dark (adj)
5. very (adv), badly (adv), famous (adj)
6. young (adj), very (adv), skillfully (adv)

Exercise 3 (23-24)

1. careless, carelessly
2. softly, soft
3. quietly
4. heavily
5. seriously, serious
6. terribly
7. badly
8. quickly, suddenly, powerfully
9. colorful
10. bad, badly
11. angry, angrily
12. patiently, popular

Exercise 4 (24)

1. carefully
2. completely
3. specially
4. quickly
5. happily
6. fluent, well
7. perfectly
8. continuously
9. unusually
10. safe
11. rudely

Exercise 2 (25-26)

1. called on
2. ran into
3. gotten over
4. got on, got off, got in, got out
5. from
6. look into
7. run into
8. called on
9. from
10. on
11. with
12. out

Exercise 3 (26)

1. over it
2. them off
3. it out, on me
4. into it
5. it up
6. them off
7. into them
8. from her
9. over it, on her
10. with it

Exercise 4 (26-27)

1. them down
2. on me
3. it down
4. it up
5. it off
6. it up
7. it on
8. the, on
9. into her
10. it in
11. them out/away
12. it up
13. it out
14. her up
15. over it
16. them off

Test Reading Vocabulary (28)

- a. tone
- b. passage
- c. infer
- d. attitude
- e. purpose
- f. imply
- g. underlined
- h. paragraph

Test Reading Exercises (29)

A: Subject = advertising, Main Idea = throughout history, advertising has been an effective way to promote the trading and selling of goods

B: Subject = tall people, Main Idea = it can be difficult to be tall

C: Subject = gardening, Main Idea = gardening is becoming more popular

D: Subject = managing your mother, Main Idea = managing your mother is a way to improve your relationship

E: Subject = you can't make things easier, Main Idea = the easy way out isn't always easiest

2. Answer the questions by getting information from context (29-30)

- | | | | |
|------|------|------|------|
| 1. B | 2. C | 3. D | 4. C |
|------|------|------|------|

Test Reading 1 (30-31)

- | | | | |
|------|------|------|------|
| 1. D | 2. C | 3. A | 4. B |
|------|------|------|------|

Test Reading 2 (31-32)

- | | | | | |
|------|------|------|------|------|
| 1. A | 2. D | 3. B | 4. C | 5. B |
|------|------|------|------|------|

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Answer Key
答案

Unit 2: Health, Science and Technology

Reading Comprehension Questions (35)

1. Amelia is a doctor. She has worked at this job for nearly ten years.
2. Amelia has seen nearly every kind of medical problem while working in the emergency room.
3. When Amelia first saw the man, she thought that she had seen him before.
4. At first, the man's behavior was normal. But then, he suddenly went crazy.
5. Amelia felt very frightened.
6. She decided to put him inside an advanced machine for a test.
7. Amelia encouraged the man to take medicine.
8. By the time Amelia stopped talking, the man had already kneeled down on the floor and pulled a box out of his pocket.
9. The man was her boyfriend, and he asked Amelia to marry him.
10. Amelia felt shocked and relieved, and she agreed to the man's proposal.

Exercise 1: Matching (36)

1. painful = very uncomfortable
2. appointment = meeting
3. disadvantage = a bad thing
4. diagnose = to find/name a person's medical problem
5. rely on = trust, need, use, believe in
6. medical = about doctors and hospitals
7. symptom = a problem/reaction/result
8. cure = to fix a medical problem
9. treat = what doctors do for patients
10. discourage = to suggest that something is bad
11. advanced = very new technology

Exercise 2: Crossword Puzzle (36-37)

Across: 2 = wound, 3 = emergency, 4 = injury, 6 = insurance, 7 = chronic, 8 = advanced, 10 = discourage, 12 = diseases, 15 = treatments 16 = prevent, 18 = severe, 19 = rely on
Down: 1 = medical, 5 = normal, 7 = cure, 9 = equipment, 11 = disadvantage, 13 = symptoms, 14 = advantage, 17 = risk

Grammar: Review of Present Perfect (37)

We use the present perfect to describe:

1. Something that happened before now (in the past), but not at one specific time (we don't know exactly when)
2. Something that happened in the past and continued to now (often with *since* and *for*)

Present perfect = have/has + PP: I have eaten.

We use the simple past to describe something that happened at one time in the past and is clearly finished.

Exercise 1 (37-38)

1. I have studied English for five years
2. We haven't traveled to Rebong since 1982
3. Has she ever eaten deer before?
4. Tashi has never been late to class.
5. Rosa has lived in Maixiu for thirty years.
6. Has Tim moved to Beijing yet?
7. Bella has never liked American music.
8. Have you ever met President Obama?

Exercise 2 (38)

Amelia: Have you ever been

Andrea: traveled

Amelia: has gown, went, has changed

Andrea: wanted, was

Amelia: have taught

Andrea: Have you ever eaten

Amelia: ate

Andrea: have you gotten used to

Amelia: have gotten used to, didn't feel, has become

Exercise 3: Medical history dialogue (38-39)

Doctor Dorje: has your health been

Caleb: have been

Doctor Dorje: have you or your family members ever experienced

Caleb: have never had, has suffered, began

Doctor Dorje: has anyone in your family ever had

Caleb: have ever had

Doctor Dorje: have you received

Caleb: tried, didn't have

Doctor Dorje: has anything else happened, have you had

Caleb: has been

Reading Comprehension Questions (39)

1. Caleb's health has been very good this year.
2. No, they haven't.
3. No, they haven't.
4. No, he hasn't.
5. No, he hasn't. He has been very healthy all year.
6. Doctor Dorje has asked Caleb five questions during this interview.

Grammar: Review of Past Perfect (39)

We use the past perfect to describe something that happened before a specific time in the past.

Past perfect = had + PP: I had eaten.

Past perfect/simple past sentence: I had eaten before I visited you on Saturday.

Exercise 2 (40-41)

1. had never gone/been, went

2. had been, arrived, ate

3. hadn't been

4. got on, realized, had forgotten

5. knew, had already traveled

6. hadn't reserved, had

7. went, had she ever studied

8. had lost

Exercise 3 (40)

- a. have eaten, had eaten, have eaten, ate
- b. has worked, has worked, worked, had worked
- c. had never seen, saw, has seen, had already seen, had never seen

Exercise 4 (41)

- 1. Have you ever been
- 2. had studied, came
- 3. have worked, began
- 4. has always been, danced, had ever seen
- 5. have we studied
- 6. sang
- 7. began, had already eaten
- 8. have you always been
- 9. had always thought, became
- 10. arrived, had already left

Exercise 2 (43)

- 1. me back
- 2. it down, it up
- 3. them up
- 4. you back
- 5. it up
- 6. it off
- 7. it back
- 8. it out
- 9. me out
- 10. it back, it back/away
- 11. them away
- 12. it off
- 13. them on
- 14. it back

Exercise 3 (43-44)

- 1. it up
- 2. it up
- 3. it out
- 4. it on
- 5. it in
- 6. her out
- 7. it off
- 8. it up
- 9. them off
- 10. it off
- 11. it down
- 12. them out
- 13. it off
- 14. it up
- 15. it up
- 16. it on
- 17. you up
- 18. them away
- 19. them out/away
- 20. it on

Cloze 1: Doctors and Patients (44-45)

1-6 ABCBBC

7-12 CCCDBD

13-18 CDADAB

Exercise 1 (46)

1. (#1, contrast), A
2. (#3, examples), C
3. (#4, explanation), A
4. (#2, definition), C
5. (#1, contrast), B
6. (#3, examples), E
7. (#2, definition), D
8. (#4, explanation), C

Exercise 2 (46)

1. didot = office
2. yullning = boring
3. redick = jacket, coat
4. pogtry = chair, sofa, couch
5. schnappy = deal, purchase, buy, bargain
6. yagmas = dollars, RMB, *yuan*, *kuai*, etc.

Exercise 3 (46-47)

1-6 CACBAD

7-12 ACDBBB

Test Reading 1 (47)

1-4 ADAB

Test Reading 2 (47-48)

1-4 CDAB

Test Reading 3 (48-49)

1-5 CABAB

Vocabulary 2: Scientific Achievements (50)

What is science? Science is a way to understand the natural world.

Biology – the study of living things

Physics – the study of movement

Chemistry – the study of change

Geology – the study of the earth (rocks, volcanoes, etc.)

Anatomy – the study of the body

Botany – the study of plants

Vocabulary (50)

1. discover, discovery = to find something
2. theory = an idea about how something works
3. assume, assumption = to think/say something without knowing if it is true or not
4. influence = to affect or change someone/something
5. research = to study something carefully and in detail
6. probable = likely; something you think is true/will happen
7. experiment = a test to see if something is true or not
8. laboratory, lab = a room where people do experiments/tests
9. procedure = a (correct) way of doing something; process
10. monitor = to watch closely and carefully
11. approximately = a number that is not exact; roughly, about
12. evidence = facts or objects used to show something is true (often in science or crime)

13. fact = something true
14. achievement, achieve = to succeed in doing something great
15. significant = large, important, or meaningful
16. evolution, evolve = the theory that animals/plants change over time to fit their environment; change, develop
17. cell = the small things that make up animals and plants
18. atom = the very small things that make up everything in the world
19. estimate = to guess
20. outcome = result

Reading Comprehension Questions (52)

1. Before the middle of the 19th century, people thought that the stomach was where people's feelings and personality came from.
2. Very little research had been done about the stomach before the 19th century because it was impossible to see inside the stomach from outside, and medical technology was poor.
3. William Beaumont was a farm boy who became a doctor.
4. The man was shot outside the store.
5. Beaumont saw food coming out of the hole in the man's stomach.
6. Yes, he did.
7. Beaumont would put a piece of food on a string and lower it into St. Martin's stomach hole. Then he would monitor the food while it was in the stomach and then pull it back out.
8. Most food took approximately two to three hours to digest.
9. He finally found a clear liquid. This liquid, "gastric juice", was actually enzymes digesting the food.
10. The author says that scientists need perseverance, hard work, and a little bit of luck to achieve great things.

Vocabulary Exercises (52)

Discovered, evolution, theory, evidence, significant, influenced, experiments, laboratories/labs, achievement

Exercise 2 (53)

Order of numbers for sentences: 7, 5, 6, 1, 8, 2, 3, 4

Exercise 3 (53)

1. procedure
2. estimated
3. cells
4. theory
5. assumed
6. experiments
7. outcome, laboratory/lab

Grammar: Passive Voice – Review and Expansion (53-54)

My bike was stolen by Tashi → Tashi stole my bike.

The disease was diagnosed accurately → The doctor diagnosed the disease accurately.

Women are not treated equally by men → Men don't treat women equally.

Passive Voice Verb Chart (55-56)

Tense	Active voice	Passive voice
Simple Present	Yang helps Billy.	Billy is helped by Yang.
Present Continuous	Yang is helping Billy.	Billy is being helped by Yang.
Present perfect	Yang has helped Billy.	Billy has been helped by Yang.
Simple Past	Yang helped Billy.	Billy was helped by Yang.
Past Continuous	Yang was helping Billy.	Billy was being helped by Yang.

Past perfect	Yang had helped Billy.	Billy had been helped by Yang.
Simple Future (will)	Yang will help Billy	Billy will be helped by Yang.
Simple Future (be going to)	Yang is going to help Billy.	Billy is going to be helped by Yang.
Future Continuous	Yang will be helping Billy.	Billy will be being helped by Yang.
Future Continuous	Yang is going to be helping Billy.	Billy is going to be being helped by Yang.
Future Perfect	Yang will have helped Billy.	Billy will have been helped by Yang.
Modal CAN	Yang can help Billy.	Billy can be helped by Yang.
Modal COULD	Yang could help Billy.	Billy could be helped by Yang.
Modal SHOULD	Yang should help Billy.	Billy should be helped by Yang.
Modal MUST	Yang must help Billy.	Billy must be helped by Yang.
Modal WOULD	Yang would help Billy.	Billy would be helped by Yang.

Exercise 1 (56)

- 1a. A chicken is eaten by Carolyn.
- b. A chicken is being eaten by Carolyn.
- c. A chicken was eaten by Carolyn.
- d. A chicken was being eaten by Carolyn.
- e. A chicken will be eaten by Carolyn.
- 2a. The war is being caused by Napoleon.
- b. The war was caused by Napoleon.
- c. The war will be caused by Napoleon.
- d. The war will be being caused by Napoleon.
- e. The war has been caused by Napoleon.
- 3a. A mistake is being made by Tashi.
- b. A mistake was made by Tashi.
- c. A mistake will be made by Tashi.
- d. A mistake will be being made by Tashi.
- e. A mistake had been made by Tashi.

Exercise 3 (57)

1. was written
2. will be invited
3. is grown
4. will be destroyed
5. was being cooked
6. is made
7. is being blown
8. was discovered
9. was written, is sung
10. is translated

Exercise 5 (57)

1. has been invented
2. had been opened
3. has been cancelled
4. had been killed
5. has been discovered, have been found
6. has been taken
7. has been moved
8. had already been submitted
9. has been accepted
10. had been know

Exercise 6 (57-58)

2. is usually performed
3. was stolen/has been stolen
4. will be followed
5. had already been eaten
6. has been tested
7. was finally caught
8. will be served/is being served
9. were flooded
10. were cut, were fried
11. is being stolen
12. was being prepared
13. was built

Phrasal Verbs 4: Separable: Exercise 2 (59-60)

1. it over
2. it out
3. it over, it out
4. that out
5. it out, , them out
6. it up
7. them in
8. it up
9. it down
10. it on
11. out
12. it out
13. it around/it back
14. it out

Exercise 3 (60)

1. it out
2. it over
3. it out
4. it out
5. it up
6. it down
7. it over
8. it up
9. it around
10. it up
11. it out
12. them in
13. it on
14. out
15. it out

Reading Comprehension Questions (62)

1. People believed that babies lived inside their own separate space inside from their mother.
2. Scientists at Tufts University discovered that babies are not separate from their mother before birth, but that cells of unborn babies and their mothers mix together.
3. They made this discovery when taking samples of a woman's blood.
4. Baby cells continue to live inside the mother for fifty years or more.
5. No, they don't, but there are two theories.
6. The "bad baby" theory says that baby cells live inside the mother to later attack her from the inside.

7. The “good baby” theory says that baby cells live inside the mother to protect and defend her body.
8. [students answer based on opinion]

Cloze 1 (62-63)

1-5 CDBDC 6-10 ABDCA 11-15 BDABC 16-20 DCBCA

Cloze 2 (63-64)

1. ACBDB 6-10 ACDCD 11-15 ABDBA 16-20 DABBC

Test Reading 1 (64)

1-5 DACBA

Test Reading 2 (65)

1-5 ACABB

Test Reading 3 (65-66)

1-4 ACCA

Vocabulary 3: Technology and Inventions – Vocabulary Matching (68)

The king was very powerful...

The machine works automatically...

The computers which send ships into space are very advanced technology.

Can you go online...

Microsoft Word is a computer program.

On the weekends, many students enjoy going to the internet café.

When you are on the internet, you visit different websites.

Over the past 100 years, our progress...

Darwin’s theory of natural selection was a great scientific breakthrough

I can’t control...

He is not an ethical man...

Do not download...

He invented...

The craftsmen worked manually...

The data shows...

Reading: Technology and Ethics

1-4 ACBB 5-7 CCD 8 Student opinion

Grammar: Future Perfect: Exercise 2 (71)

1. Will travel
2. will have traveled
3. will marry
4. will turn
5. will have turned
6. will take
7. will plan
8. will have eaten
9. will snow
10. will have snowed

Exercise 3 (71)

1. finish, will have already gone
2. will study
3. starts, will have already graduated
4. eats

5. will leave
6. will have returned
7. are, will have closed
8. will we eat
9. will have traveled
10. leaves, will have spent

Grammar: Gerunds and Infinitives

A gerund is the -ing form of a verb which is used like a noun.

Exercise 1 (72)

1. I enjoy going to movies.
2. He arrived after finishing his food.
3. Playing basketball is his favorite activity.
4. By working hard we can improve.
5. Fighting other students isn't allowed.
6. He misses herding sheep in the grassland.
7. Bob doesn't feel like working today.
8. Are you interested in going to Dobden today?

An infinitive is the to + V form of the verb.

Exercise 2 (73)

1. I want to go to Henan this summer.
2. Lobsang is happy to hear the news.
3. What do you hope to become in the future?
4. Why do you want to study in Canada?
5. You must be excited to work in Yushu next year.
6. David likes to play badminton every day.
7. I wish you liked to hang out with me.

Exercise 4 (74)

Travel: traveling, to travel

See: to see, seeing

Be: Being, to be

Experience: to experience, experiencing

Earn: to earn, earning

Go: going, to go

Stay: staying, to stay

Set up: to set up, setting up

Live: living, to live

Exercise 5 (75)

4, 11, 7, 2, 9, 8, 12, 1, 6, 10, 5, 3

Exercise 6 (75-76)

1. to play, to learn, learning
2. to improve, improving, to pass
3. Planting, doing, to protect
4. working, to work
5. to travel, traveling, Going.
6. Hiking, noticing
7. to study, working
8. to visit, to visit, Meeting, to meet
9. to buy

10. working on
11. Writing, writing, to write
12. riding, to have
13. to visit, eating, hearing
14. to go, to turn off, falling
15. Reading, to read/reading, reading

Special Topic: Crazy Japanese Inventions: Reading Comprehension Questions (77)

1-4 BDBB

Cloze: Inventors of the Industrial Revolution

1-5 CAADB 6-10 BACCD 11-15 DCBAD 16-20 CBABD

Test Reading 1 (78)

1-4 BCBA

Test Reading 2 (78-79)

1-5 BDCBC

Test Reading 3 (79-80)

1-5 CACCD

Test Writing: How to Write for Tests (81)

What is the subject? Cyberschools

What is the thesis/argument? Cyberschools are bad influences upon children's education and development.

What examples does the writer use? Cyberschools are for-profit, run by businessmen, and provide poor education, spending a lot of time in front of computer screens can cause health problems (obesity/eye problems) and can slow development of social skills.

Pre-College English for Tibetan Speakers
高原英语：高考知识点
མཐོ་སྒྱུགས་དབྱིན་ཡུག་སྒྱུགས་གཞི་རྩ་གནད།

Answer Key
答案

Unit 3: The Environment

Exercise 1 (84): This should be self-evident, but some words can go under multiple headings.

What is an ecosystem? The community of living and non-living things in one place.

Complete the text (84-86)

Ecology, environment, ecosystem, food web, absorb, produce, consumer, predator, prey, biodiversity, habitats

Reading Comprehension Questions

1. c, ecology
2. A food web is web of relationships/connections between those who eat and those who are eaten.
3. Producers are species that make their own energy directly from sunlight.
4. Because they can produce their own energy.
5. Consumers are species that get energy by consuming other species (plants/animals).
6. C, get energy from eating plants or animals
7. Top-level predators. Wolf, polar bear, etc.
8. At the top, because they have the ability to kill/consume any species.
9. Humans have killed off many species, destroyed many natural habitats, destroyed ecosystems, etc.
10. Biodiversity is the diversity of living things in one ecosystem. More species = more biodiverse.
11. The ecosystem can collapse. Example: kill off wolves/large predators, rodent overpopulation, eat grass, deplete grass/soil, desertification of grasslands (or any other example).

Exercise 2: Ecosystems (87)

A place with many trees is a forest.

Arctic ecosystems are very far north.

The tundra is very dry and cold.

The (tropical) rainforest is very biodiverse.

Leaves fall every autumn in deciduous forests.

Lakes and rivers are freshwater ecosystems.

Marine ecosystems are in the ocean.

An alpine ecosystem is in the mountains.

The trees are always green in evergreen forests.

The ground is always wet in a wetland.

You can find coral reefs in warm, shallow seas.

These words are all types of ecosystems.

Exercise 3: Complete the table

Note: These are example answers; many answers are correct here.

Ecosystem	What lives there? (3	How do people use it?	What problems does it
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	examples)		face?
Evergreen forest	Bears, foxes, deer	Cutting trees for houses and firewood	People cutting too many trees (deforestation)
Grasslands	Sheep, yak, marmot	Grazing/herding, digging for caterpillar fungus	Overgrazing, overpopulation of rodents
Desert	Snakes, lizards, small rodents	Attempts to farm, mining	Climate change, mining
Coral reef	Fish, coral, plankton	Mining, tourism, fishing	Coral bleaching due to global warming, invasive species
,Tundra	Caribou, fox, deer, bear	Mining, grazing, hunting	Global warming causes severe ecosystem change, mining
Wetland	Fish, snakes, trees, forest animals, insects, birds	Fishing, hunting, development, water filtration	Overdevelopment, water pollution

Reading Comprehension Questions (88)

1. Fox, wolf, bear, shark, eagle, tiger, etc.
2. The author says that humans can destroy ecosystems by killing top predators.
3. We need top predators because they are the controllers of the food web, eating different consumers and controlling their populations. They prevent populations of animals from growing larger than the ecosystem can support.
4. People might want to kill top predators because (use any/other reasons) top predators eat livestock, top predators occasionally attack humans, top predators' body parts are valued in traditional medicine, etc.

Grammar: Some, Any, Every + one/body, thing, where/place

Exercise 1 (89) - examples

1. Please give me something to eat.
2. I don't feel like eating anything.
3. Do you have anything nice to wear to the wedding?
4. Everything that he says is so rude!
5. It's raining today and there is nothing to do.
6. Everybody in the class wants to go to university.
7. Somebody is talking in the back of the classroom – who is it?
8. Nobody will be at school today because it is a holiday!

Exercise 2 (89-90)

Late last night, my brother ran away from our house. I went outside to find him, but I couldn't see him anywhere. I searched everywhere I could, but I still couldn't find him anywhere. I decided to give up and wait until morning.

Then I got a call on my cell phone – it was my brother! I yelled at him for running away – he could have gone somewhere dangerous and gotten hurt. But he said he was OK – he was somewhere warm and safe. He had run away because he had heard a strange noise coming from somewhere outside the house, and had wanted to see what it was. But he soon got lost in the grasslands. He then decided to find somewhere warm to spend the night rather than search everywhere for our house. I scolded him and told him not to be so silly; if he was somewhere out in the grasslands, anything could have happened to him!

Exercise 3 (90)

1. Everywhere, anywhere
2. Anyone
3. Everyone, something
4. Somebody, anybody
5. Anything, everything
6. Something, anything

7. Nobody
8. Anything
9. Something, everything
10. Anybody, somebody
11. Anything, somewhere
12. Anywhere, everywhere

Grammar: Place clauses using where, there, and which (90-91)

1. Example: Xining, *which has/in which there are* several universities, is a popular place for students to live after high school. She went to Xining, *where there were* many family members waiting for her.
2. Example: Amnye Machen, *which is* very tall, is a popular place to go for pilgrimage.
3. Example: In Golog, there are many beautiful monasteries.
4. Example: The city *in which/where* I grew up is famous for American history.

Exercise 2 (92)

In my hometown there is a beautiful grassland, where there are many yaks and sheep. There are many beautiful flowers, which the yaks and sheep love to eat. There are many herdsmen in the grasslands. Sometimes, the herdsmen must leave the grasslands and go to town, where there are/which has many stores selling food and supplies. There also are many bars and dance clubs where they can go to have fun. Before they go back to the grasslands to/where they will herd their animals, the herdsmen always go to the monastery, where there are/which has many monks. There, they pray for good luck in the coming months.

Exercise 3 (93)

1. Which has
2. Which has/where there are
3. Which has
4. There are
5. Which has, There are, which is
6. Which had/in which there were
7. Which are, there is
8. Which has/where there are
9. Which/where
10. Which has, there are also
11. Which is, there are
12. Which has/where there are

Protecting the Snow Leopard: Reading Comprehension Questions (94)

1. This passage was written by WWF. The purpose of the passage is to tell people to protect the snow leopard and what WWF is doing.
2. The author says the snow leopard is important in ecosystems because it controls the populations and health of many species.
3. The author says the main threat to snow leopards is increasing human population on the plateau.
4. The author describes a conflict between livestock herders and snow leopards.
5. The author thinks that farmers and herders should also work with WWF and others to protect snow leopards. He supports protecting snow leopards.
6. WWF has given information about snow leopard ecology and how herders can reduce and prevent loss of livestock, and has created two wildlife-conflict compensation funds to provide families with money if their animals are killed by leopards

Cloze 1(94)

1-5 CDABA

6-10 DCBDA

11-15 BDBCB

16-20 CBDAC

Test Reading 1 (94-95)

1-3: BAA

Test Reading 2 (95-96)

1-4 BADC

Test Reading 3 (96)

1-4 DCBD

Test Reading 4 (96-97)

1-4 DACB

Vocabulary 2: Talking About Changes (100)

How does the environment change? Wide variety of answers possible

Matching:

4, 18, 3, 8, 12, 2, 11, 15, 6, 19, 9, 16, 1, 17, 14, 13, 7, 5

Reading Comprehension Questions (102-103)

1. Two of the river's Chinese names are the "Yellow River" and the "Mother River". Its Tibetan name is rma chu "River of the Peacock."
2. B, soil
3. D, 5500km
4. The river's source is in Qinghai's Yushu prefecture It flows into the sea in Shandong province.
5. B, farming
6. Because of its frequent floods.
7. B, 4.3 billion tons
8. The causes of the pollution are industry and agriculture. The effects are that much of the river is unsafe for swimming, undrinkable, or even for agricultural or industrial use.
9. B, for people to get electricity
10. While they produce electricity without air pollution, they also stop fish and other freshwater species from traveling upstream to breed.
11. Many fish species have died out because of dams and pollution.
12. Pollution from power plants and factories in Datong county.
13. A, industry and factories.
14. Students write own opinion.

Grammar: Present Perfect Continuous

Exercise 2 (104) (examples)

1. Watch
 - a. I watched TV last night
 - b. I have watched a basketball game before.
 - c. I have been watching TV since breakfast!
2. Travel
 - a. I traveled to Paris when I was young.
 - b. I have never traveled to Lhasa.
 - c. I've been traveling through Amdo for a month already.
3. Study
 - a. He studied until late last night.
 - b. He has never studied English before.
 - c. He has been studying for five hours!
4. Climb
 - a. I climbed the mountain yesterday.
 - b. Have you climbed Mount Everest (Jomolangma)?
 - c. We've been climbing the mountain for hours, and we're still not at the top!

Exercise 3 (104)

1. Has been living
2. Has never lived
3. Has never traveled, traveled
4. Has been dating
5. Has never eaten
6. Has been eating
7. Has been increasing
8. Sang
9. Has been thinking
10. Have been waiting

Grammar: Past Perfect Continuous

Exercise 6 (105-106)

1. I had been eating for two hours by the time Thomas arrived.
2. She has been wanting to travel to Mongolia for a long time.
3. Lhamo had been working as a clerk until last year.
4. Iris had been traveling to Lhasa when she heard the news.
5. Have you been dating Tim this year?
6. Who had you been dating before you started to date him?

Exercise 7 (106)

1. Had been singing, decided
2. Haven't been changing
3. Ate
4. Had been planning
5. Has been growing
6. Had been climbing, reached
7. Did you eat
8. Had been waiting, arrived
9. Ate, had been eating
10. Have already been singing

Exercise 8 (106-107)

1. Had worked/had been working, retired
2. Have been cutting
3. Began, had been reporting
4. Had already finished
5. Haven't had, have been dating
6. Died, had been writing
7. Hasn't come/hasn't been coming
8. Have been working
9. Closed, had been serving
10. Has been smelling, haven't cleaned
11. Had been living
12. Has been baking

Phrasal Verbs 5: Separable

Exercise 2 (108-109)

1. Him up
2. Me off
3. Them out
4. Them out

5. It over
6. It on
7. It up
8. Him up
9. It back
10. It back
11. Me out, you back
12. It over
13. It on
14. It away
15. Me out
16. It up
17. Them off

Exercise 3: Speaking (109-110)

1. It back
2. Him off
3. It out
4. It over/them over
5. It on
6. Them away
7. It back
8. It out
9. Him up
10. Them on
11. It over
12. You out
13. Them up
14. It up
15. It back
16. Me out

Special Topic: Fossil Fuels

Reading Comprehension Questions (111)

1. Fossil fuels were once living plants and animals that were heated and compressed for millions of years. Coal, oil, and gas are fossil fuels.
2. 13%
3. 13
4. Canada
5. Less developed countries use less electricity per person.
6. Burning fossil fuels causes air pollution, makes acid rain, releases greenhouse gases that cause global warming.

Cloze 1 (111-112)

1-5 ACDBA 6-10 DADBD 11-15 CABBA 16-20 CCDAC

Test Reading 1 (112)

1-4 DDCA

Test Reading 2 (113)

1-4 CBAB

Test Reading 3 (113-114)

1-5 BBDAD

Test Reading 4 (114-115)

1-4 DAAC

Vocabulary 3: Environmental Problems and Solutions (116)

Short list – could be anything! Encourage problems that are local/visible as well as transnational.

Matching (116)

12, 13, 20, 10, 11, 15, 4, 18, 16, 22, 17, 19, 3, 14, 9, 6, 1, 21, 7, 5, 8, 2

Reading Comprehension Questions (118)

1. C, overpopulation and consumption
2. A, quickly increasing
3. Earth could support its current population sustainably if all humans lived simple, low-energy lives.
4. C, people use too many resources
5. Overfishing, deforestation, litter, endangered species, global warming, etc (+ definitions).
6. D, change their lives so they use less
7. They do not agree, because they do not want to change their lifestyles to use less, and say that they can use fewer resources by using renewable energy to power their way of life, recycling, and reducing waste.
8. The author thinks that we need to do everything we can to conserve resources and protect the environment. This includes wealthy people using fewer resources, renewable energy, and more.
9. C, we can't solve environmental problems without people changing their behavior.
10. Student answer.

Grammar: Future Perfect Continuous

Exercise 2 (120)

1. Will rain
2. Will be raining
3. Will have been raining
4. Will have been working, will finish
5. Will soon be fighting
6. Will be celebrating
7. Will be working, won't be going
8. Will travel
9. Will have been traveling
10. Will you stay, will come back

Exercise 3 (120-121)

1. Will have been studying
2. Will have become
3. Will eat
4. Will be singing/will sing
5. Arrive, will have already eaten
6. Will have been recovering
7. Will be visiting, won't come/won't be coming
8. Will have been sitting
9. Will be waiting, arrives
10. Will have been raining
11. Won't have, will put it off
12. Graduates, will have been learning

Phrasal Verbs 6: Separable

Exercise 1 (122-123)

1. It up
2. Them up
3. Them out
4. It up
5. It up
6. It over
7. Himself off/off
8. Them up
9. Me into
10. It out
11. It up
12. It out
13. It up
14. Them aside
15. It about
16. Them together
17. Them out
18. It aside
19. Them up
20. Me down
21. Them up

Exercise 2 (123)

1. Them out
2. It about
3. Them together
4. Them up
5. It on
6. It up
7. Me into
8. Them up
9. It up
10. Yourself off/off
11. It up
12. It up
13. Him down
14. It out
15. Them out
16. Him down

Special Topic: Global Warming: Reading Comprehension Questions (124-125)

1. Global warming is the increase in temperatures all over the world because of increasing concentrations of greenhouse gases in the atmosphere.
2. Global warming is caused by increasing amounts of greenhouse gases in the atmosphere from humans burning fossil fuels.
3. Sea level rise, changing precipitation patterns, extreme weather event, widespread famine, social problems, wars, etc.
4. We can burn less fossil fuels to try to stop or slow global warming. We can also adapt to the changes.
5. Student opinion.
6. Student opinion.

Cloze 1 (125-126)

1-6 BCADBA

7-12 DBACDC

Cloze 2 (126)

1-5 CABDA

6-10 DCBBC

11-15 DABCD

16-20 DACAB

Test Reading 1 (126-127)

1-4 DCAB

Test Reading 2 (127-128)

1-4 DACB

Test Reading 3 (128-129)

1-5 DDACA

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Answer Key
答案

Unit 4: Society and History

Vocabulary 1: Society (130)

Top three questions: brainstorming

Matching (130)

5, 16, 4, 11, 17, 6, 20, 1, 19, 18, 13, 22, 7, 2, 9, 15, 10, 12, 8, 14, 21, 3

Reading: Indian Society: Reading Comprehension Questions (132)

1. B
2. C
3. D
4. D
5. Student opinion

Grammar: Mixed Present and Past Verbs

Exercise 1 (132-133) with example sentences

Verb	Example (eat)	Sentence (choose a different verb)
Simple present	Eat	I run to school every day
Present continuous	Is/am/are eating	They are playing basketball right now
Simple past	Ate	She drank wine at dinner last night
Past continuous	Was/were eating	I was playing piano when my mother called.
Present perfect	Has/have eaten	Have you ever ridden a donkey?
Past perfect	Had eaten	By the time he arrived in Beijing, he had finished his book.
Present perfect continuous	Has/have been eating	You've been eating for hours and you still haven't finished your noodles!
Past perfect continuous	Had been eating	He had been waiting for three hours by the time his girlfriend finally arrived.

Exercise 3 (133-134)

1. Diagnosed
2. Have been
3. Has been cleaning
4. Had never seen, went
5. Is playing
6. Was watching
7. Had been dating, broke up
8. Has been developing
9. Has been keeping, was, has grown, wonders

Exercise 5 (134-135)

Paragraph 1: Has been studying, will graduate, arrived, had already studied, has improved

Paragraph 2: has been dating, loves, doesn't know, had never truly loved

Paragraph 3: had studied, came, chose, hadn't thought, has become

Paragraph 4: is working, is, thinks, hopes

Exercise 6 (135)

Paragraph 1: Has written, has created, have always controlled, unites/has united, has brought, torn

Paragraph 2: Think, is, have controlled/have been controlling, control, pay, give, believe

Paragraph 3: Designed, didn't think, worked, grew, began, have become, doesn't always listen

Phrasal Verbs 7: Three-word: Exercise 1 (136-137)

1. Out
2. Out for
3. Up
4. Up in
5. Out of
6. Fool around
7. Back from, back from
8. Out of
9. Out for
10. Up with
11. Through with
12. In on
13. Along with
14. Up for, up
15. Up with, up with

Special Topic: American Politics: Matching (139)

9, 10, 4, 6, 7, 9, 1, 5, 3

Comprehension Questions (139)

1. D, small government
2. D, protecting the environment
3. B, arguments between the parties
4. Student opinion
5. Student opinion (and possible class project).

Cloze 1 (139-140)

1-5 DBBCA 6-10 BAACD 11-15 BDABA 16-20 BABCD

Cloze 2 (140-141)

1-5 BCADC 6-10 ADBCD 11-15 BADCA 16-20 CDABB

Test Reading 1 (141-142)

1-6 BDDACD

Test Reading 2 (142)

1-4 AACBD **Mistake on #2: A should read "opening cans"**

Vocabulary 2: Historical Events (145)

Top three questions: for discussion and student opinion

Complete the stories (145-147)

World War II, paragraph 1: event, war, defeated, triumph, successful, fall, tragedy

World War II, paragraph 2: attacking, disasters/misfortunes, misfortunes/disasters

World War II, paragraphs 3-4: had risen
Scandal, paragraph 1: scandal, mysterious
Scandal, paragraphs 2-3: coincidence, predicament/situation, attempted, attain
Scandal, paragraphs 4-5: situation/predicament

Reading Comprehension Questions (147)

1. C
2. C
3. B
4. D
5. C
6. B
7. Student opinion

Grammar: Modal Verbs Review and Expansion: Exercise 1 (148)

1. Could you ask for some more salt?
2. You shouldn't eat that – it was found in the bathrooms!
3. They must go home tomorrow.
4. Can you run faster than Usain Bolt?
5. She would be helping me right now, but she's talking with her parents.
6. I may not come to the party tonight; I'm feeling a little sick.

Exercise 2 (148)

1. Should be working
2. Could Jeffrey feel
3. Must be sleeping
4. Might walk
5. May be herding, may be playing, must be wondering
6. Should be reading
7. Might sing
8. Must want
9. Should study
10. Must be worrying
11. Should do
12. Might play
13. Should feel
14. Must be reading

Exercise 5 (150)

1. Should have finished
2. Ought to have helped
3. Could have won
4. Ought to have visited
5. May have eaten
6. Might have been angry
7. Must have wanted
8. Shouldn't have fought
9. Couldn't have worked
10. Should have helped

Exercise 6 (151)

1. Could you help?
2. Must be feeling
3. Should have finished
4. Ought to be studying

5. Might be coming/might come, may be coming/may come
6. Might have come
7. Could have won
8. Must be feeling
9. Ought not to play
10. Can speak
11. Might have joined
12. Must have been

Grammar: Passive Modals: Exercise 1 (table, 151-152)

Active Voice	Passive Voice
Yang can help Billy	Billy can be helped by Yang
Yang can't help Billy	Billy can't be helped by Yang
Yang should help Billy	Billy should be helped by Yang
They could help Billy	Billy could be helped (by them).
Yang must help Billy	Billy must be helped by Yang
Yang ought to help Billy	Billy ought to be helped by Yang
Yang has to help Billy	Billy has to be helped by Yang
Yang will help Billy	Billy will be helped by Yang
Yang is supposed to help Billy	Billy is supposed to be helped by Yang
Yang should have helped Billy	Billy should have been helped by Yang.
Yang could have helped Billy	Billy could have been helped by Yang
Yang ought to have helped Billy	Billy ought to have been helped by Yang.
Yang must have helped Billy	Billy must have been helped by Yang.

Exercise 3 (152-153)

1. Could have been burned
2. Has to be made
3. Must always be played
4. Should have been told
5. Must be finished
6. Ought to be fired, should never have been given
7. Might have never been injured
8. Can't be fixed
9. Should never have been written
10. Must be broken, have to be washed
11. Must have been damaged
12. Should be finished/should have been finished, could have already been sent

Exercise 4 (153-154)

Paragraph 1: Must have been known

Paragraph 2: could be caught, would be beaten, would be taken, should have been abolished, must quickly end

Paragraph 3: should be forced, should be allowed, couldn't be reached, would be considered

Paragraph 4: should be acknowledged, shouldn't have been allowed, ought not to have been written down, could have been prevented, should never have permitted

Paragraph 5: should be reminded, must always be remembered

Special Topic: Napoleon: Reading Comprehension Questions (155-156)

1. C
2. B
3. D
4. B
5. Student opinion

Cloze 1 (156)

1-5 ADCAC 6-10 DBCBD 11-15 BACBA 16-20 CDBAD

Test Reading 1 (157)

1-5 BAADC

Test Reading 2 (157-158)

1-4 DBCD

Test Reading 3 (158-159)

1-4 DCAC

Test Reading 4 (159-160)

1-4 CBAD

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Answer Key
答案

Unit 5: How We Think – Viewpoints and Values

Vocabulary 1: Ways of thinking (162)

Glass half full/empty: for student completion and individual opinion

Matching (162)

6, 10, 12, 2, 4, 5, 9, 7, 11, 1, 8, 3

Text: A Blind Date: Reading Comprehension Questions (164-165)

1. Because his blind date, Drolma, was inside.
2. He was very pessimistic and worried.
3. Tsering organized the date to get Puntsok a new girlfriend/because Puntsok hadn't had a girlfriend in two years. He felt excited and optimistic about the date.
4. Tsering told Puntsok not to be skeptical and not to worry.
5. When Puntsok went into the restaurant, he didn't see anyone who might be Drolma. He realized he was early, so he sat down to wait.
6. Drolma looked beautiful.
7. At first, Phuntsok felt awkward/embarrassed/lost for words.
8. Yes, they did. He began talking with her and soon felt more comfortable.
9. Politics/mindsets/dreams/etc. – choose 2
10. Puntsok's dream for the future was to find a quiet job at a local company with a modest salary. Drolma's dreams were to become a movie star in India, become a diplomat, and possibly create a clothing company.
11. Yes, it was very successful because their differences made them closer.
12. Tsering told Puntsok that "love isn't logical" – that there wasn't always a reason for why they might love each other.
13. They married two years later.

Grammar: Conjunctions: Exercise 1 (165-166)

1. Although he was good at math, he couldn't understand physics well.
2. I enjoy both pizza and dumplings.
3. Do you want to eat Chinese food or Tibetan food tonight?
4. He can't run right now because he is injured.
5. I wanted to go out dancing, but my friends wanted to stay in and see a movie instead.
6. Since it is his birthday tomorrow, his friends decided to have a party for him.
7. I study hard so I will be able to go to college.
8. Unless you study these conjunctions, you will fail the test!
9. We're not leaving until you've finished your homework!
10. You'll know when he is here because you'll hear his voice – he's very loud!

Exercise 2 (166)

1. And

2. Because
3. But
4. When/because
5. So
6. Because/as
7. When
8. But
9. When
10. As
11. Or
12. So
13. And
14. Or
15. Because

Exercise 3 (166)

1. When
2. But
3. Until
4. Unless
5. Although
6. Since
7. Or
8. But
9. So/when
10. Until
11. Or
12. Because
13. Unless
14. So
15. Or
16. When
17. Although
18. And
19. But
20. Unless

Exercise 4 (167)

1. I am so thirsty! Unless I get something to drink soon, I will die.
2. She carries her umbrella everywhere in case of rain.
3. I don't know if they will arrive today or tomorrow.
4. As long as you're here, why don't we get lunch together?
5. I don't know when the plane will take off.

Exercise 5 (167)

1. Unless
2. If
3. In case
4. In case
5. If
6. When
7. In case
8. Unless
9. As long as
10. When

11. As long as (or unless)
12. Unless (or as long as)
13. In case

Exercise 6 (167)

1. Consequently = because of this, as a result
 - a. I didn't do my homework. Consequently, the teacher ate me.
2. However = but, though, nevertheless, in any way
 - a. I thought I did well on the test; however, I got an F.
3. Nevertheless = however, but, in spite of that, still
 - a. He has been trying to stop smoking. Nevertheless, he continues to smoke every day.
4. While = 1) during, at the time of, at the same time; 2) whereas, although
 - a. 1) While she was sleeping, he was eating dinner. 2) While I can speak French, I cannot speak Spanish.
5. Moreover = what's more, besides, what's further
 - a. My favorite food is *baozi*. Moreover, I can make delicious chocolate *baozi*!
6. Instead = otherwise, in place of
 - a. I don't want to take the bus. I'll bike to work instead!
7. Rather than (or rather X than Y) = prefer, instead of
 - a. 1) Rather than continuing to fight, why don't you make up and be friends? 2) I'd rather be happy than rich!

Exercise 7 (168)

1. Nevertheless
2. Moreover
3. Rather than
4. Instead
5. However
6. Consequently
7. While
8. Moreover, consequently
9. While, nevertheless
10. However, moreover, consequently
11. Rather (1)...than (2), instead
12. Nevertheless/However, instead

Phrasal Verbs 8: No Object (intransitive) – intro (168)

The phrasal verbs we've studied so far (separable or inseparable) are all transitive, which means there is an object after.

- You need to clean up your room.
 - Subject you
 - Object your room

The verbs below are intransitive phrasal verbs. Intransitive phrasal verbs are not followed by an object.

- My car broke down yesterday.
 - Subject my car
 - Object none

Exercise 1 (170)

1. Back
2. On
3. Out
4. Up
5. Up

6. In, down
7. Down
8. Up
9. Up
10. Out
11. Out
12. Down
13. Up
14. Up
15. Up
16. Out
17. Up
18. Up
19. Over
20. Off
21. Out

Exercise 2 (170-171)

1. Up
2. Out
3. Up
4. Up
5. Down
6. Down
7. Down
8. Back
9. Up
10. Out
11. On
12. Out
13. In
14. Out
15. Up
16. Up
17. Up
18. Off
19. Up
20. Up

Grammar: Mixed Verbs Cloze (171-172)

Paragraph 1: was walking, had been walking/had walked, saw, jumped, ran, wanted

Paragraph 2: was, had read, ate, fell, died, was buried, became, died.

Paragraph 3: was able to, visited, tested, recognized, had come, was believed/had been believed, had infected/had been infecting, had caused/had been causing, told, was usually spread

Paragraph 4: was, have always been/am always, will make sure, has been bitten

Cloze 1 (172)

1-5 BCACB 6-10 DDCAD 11-15 AACAB 16-20 BDDBC

Cloze 2 (173)

1-5 BACAB 6-10 CCDDC 11-15 BCDAB 16-20 DACBA

Test Reading 1 (173-174)

1-5 CBBDA

Test Reading 1 (174-175)

1-5 CDABA

Test Reading 3 (175-176)

1-4 CACD

Vocabulary 2: Philosophy and Values (177)

What is philosophy? Philosophy is the study of knowledge, reality, and life/existence.

Who are some famous philosophers? (get a mixture of western and Asian traditions)

What ideas did they have? (brief overviews)

What are values? Values are things/ideas that we think are very important.

Matching (177)

1, 7, 13, 15, 11, 10, 12, 5, 3, 16, 2, 14, 9, 6, 4, 8

Reading: Declaration of Sentiments (1848): Reading Comprehension Questions (179)

1. The Declaration of Sentiments was written in 1848 at the first meeting on women's rights in Seneca Falls, New York, USA.
2. **MISTAKE:** C should read "trying to find happiness", D should read "inequality." Answer is D
3. B, there are important problems
4. The declaration's view of history is that man has repeatedly injured and harmed woman to create an absolute tyranny over her.
5. Ten ways men have harmed women:
 - a. Men make the laws; women have no voice
 - b. Women can't vote
 - c. Women have no rights
 - d. Women are legally dead when married
 - e. Men take all of women's property, even their wage
 - f. Women must promise loyalty/obedience to husbands in marriage – marriage has become like slavery for women.
 - g. Men have monopolized all jobs; where they are allowed to work, women's salaries are lower.
 - h. Women are prevented from going down "the roads to wealth and honor" – there are major barriers from them becoming important in religion, medicine, law, or other important fields.
 - i. Women cannot get an education – colleges are men-only.
 - j. Men and women are judged by different moral standards – unethical behavior is tolerated in men but not in women.
 - k. Men have tried to destroy women's self-confidence, self-respect, and independence.
6. The writers of the declaration want women to immediately have all of the rights and privileges of male US citizens. They will try to achieve their goals by fighting for equality however possible until it is achieved.

Grammar: Clauses Describing People: Exercise 1 (180-181)

Example: Who spoke? Nyima. Who listened? Yang.

1. Who gave the plant? Alice. Who received the plant? Nate.
2. Who carried someone? Samir and Zach. Who was carried? Sabrina and Wilson.
3. Who spoke? Susan. Who listened? John.
4. Whose umbrella was it? David's. Who took the umbrella? Rosemary. **C: mistake: "Who took the umbrella" should read "who returned the umbrella."** Gaia.
5. **Mistake: A and C should be deleted.** Who told Lobsang? Dorje. Who told Kunchok? Puntsok. Who told Amelia? Kunchok. Who told Puntsok? Lobsang. Who is dating Sonia? Tserang. Who is dating Tserang? Sonia.

Exercise 3 (181-182)

1. The dog which/who ate my homework is very cute.
2. The shoes which are in the closet are Tashi's.

3. The man who helped me buy a bus ticket is handsome.
4. Here are the clothes which I wore to my sister's wedding.
5. The student who lost the race is not very fast.
6. Where are the mountains which we have to climb over to get to Zeku?
7. The motorcycle which I rode to Garze is red.
8. Lobsang is the singer who came to Rebgong last week.
9. Here is the textbook which was written by Sonam,
10. He is the man who fought with me last week.

Exercise 4 (182) example sentences

1. The mountain which is near my village is tall.
2. The barley which we planted last spring is ripe.
3. Here is the girl who sang at the festival last year.
4. Where is the computer that you bought last month?
5. The tree which is in my courtyard is a pine.
6. This is the student who will go to Lhasa University this year.
7. That is the monk who is famous for his teachings.
8. The hotpot restaurant which is across the river is delicious!

Exercise 5 (182-183)

1. This is the cell phone which I bought in America.
2. Where is the shopkeeper who was helping me with these clothes?
3. Is that the dress which cost 4000 RMB?
4. The yaks which Tashi bought last year love to graze on the sacred mountain.
5. The firefighters who saved the man in the building were very brave.
6. **No sentence 6!**
7. The mastiff which chased me up a tree is very fierce.
8. This is the doctor who cured my illness.
9. Here is the storm which was supposed to come yesterday, but never did.
10. The wolf which ate Drolma's sheep was killed by Diana.

Grammar: Make, have, let, help, get: Exercise 1 (184)

1. A
2. A
3. A
4. B
5. **Mistake! Should read: A, the monitor chose to plan the party by herself. B, Teacher Brooke planned the party with the monitor. Answer = B.**
6. A

Exercise 2 (184-185)

1. Made (had)
2. Made (had)
3. Got
4. Let
5. Had/made
6. Helped
7. Let
8. Made
9. Let
10. Got
11. Let
12. Made/had

Exercise 3 (185-186)

1. Summary: Teacher Tashi made Tsering work in a group.
2. Summary: Teacher Tashi didn't let them use their dictionaries.
3. Summary: Teacher Tashi let Yontan clean the blackboard.
4. Summary: Teacher Tashi let Drolma go to the bathroom.
5. Summary: Uncle Dunba made the king bark like a dog.
6. Summary: Teacher Tashi had/made Lhamo ask (got Lhamo to ask) Tsering for help.
7. Summary: Teacher Tashi let them take pictures.
8. Summary: Teacher Tashi made them speak English.
9. Summary: Teacher Tashi helped them find a good English movie.
10. Summary: Teacher Tashi let (had!) Sonam choose his own topic.

Special Topic: Plato: Reading Comprehension Questions (187-188)

1. C
2. The people are sitting in the back of the cave, facing the back wall. They are chained so that they cannot move or turn their heads. There are other people walking along a roadway carrying objects.
3. D
4. Student opinion.
5. B
6. B
7. Plato says this "Myth of the Cave" symbolizes humanity, most of whom are prisoners. The prison is the world of sight and appearances, the light of the fire is the sun, and the journey upwards to the light is the ascent of the soul into the real, intellectual "world of knowledge."
8. **No 8!**
9. The world of sight and appearances is what we can see without effort, but may not be what is real. The world of knowledge is the real world underneath/beyond all appearances, the source of reason and truth, which can only be seen with great effort.
10. Student opinion.

Cloze 1: Equality (188-189)

1-5 DADAC 6-10 BDCAB 11-15 ABDBA 16-20 CAADC

Cloze 2 (189)

1-5 BADCC 6-10 ABDBB 11-15 CDDBA 16-20 CDAAB

Test Reading 1 (190)

1-5 BCDA

Test Reading 2 (191)

1-4 BADD

Test Reading 3 (191-192)

CCCC

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Answer Key
答案

Unit 6: The Media

Vocabulary 1: News and Current Events (194)

First three questions: brainstorming

Complete the Dialogue (194-195)

In order, including examples: anchor, live, arrested, citizen, illegal, theft, violent, racial, discrimination, criminal/forbidden (**mistake: whichever word is not used does NOT have a space in the story! There will be one extra word**), judge, judged, epidemic, poverty, corruption, murdered, diverse, inflation, broadcast.

Reading Comprehension Questions (196)

1. D, night
2. B, theft, disease, murder
3. C, judged to be innocent
4. C, painting, Tibetan Medicine museum
5. B, herders
6. C, angry and upset
7. C, treatment
8. D, corrupt
9. C, a man who kills in markets
10. D, for food
11. C, always a criminal
12. B, matter-of-fact and journalistic.
13. Student opinion
14. Student opinion

Grammar: Conditionals: Exercise 2 (198) example answers

1. If it rains, he will drive. If it's sunny, he will bike.
2. If they're tired, they'll watch a movie together. If they have energy, they'll go out dancing.
3. If I'm in a hurry, I'll eat instant noodles. If I have some time, I'll eat pizza.
4. If he has the time and money, he'll go to the moon. If he doesn't, he'll go to Henan.

Exercise 3 (198)

1. She doesn't study enough. If she studied more, she would get better grades.
2. He isn't careful enough. If he was more careful, he would be a better driver.
3. You don't sleep enough. If you slept more, you would feel more energetic.
4. We don't get paid enough. If we got paid more, we would be more satisfied.
5. They don't care enough. If we cared more, we would do something about pollution.
6. He likes his job. If he didn't like his job, he wouldn't work so hard.
7. He must like children. If he didn't like children, he wouldn't decide (have decided) to be a teacher.
8. He must like to argue. If he didn't like to argue, he wouldn't always get in fights with people.

9. He must like to be outdoors. If he didn't like to be outdoors, he wouldn't climb mountains every weekend.

Exercise 4 (198-199)

1. I was feeling sick. If I had been feeling well, I would have been in class.
2. If he hadn't been busy, he wouldn't have run by without saying 'hello.'
3. I wasn't invited. If I had been invited, I would have come to the party last night.
4. I didn't remember your address. If I had remembered your address, I would have sent you a letter.
5. If he hadn't had a long day herding yaks, he wouldn't have gone to sleep so early.
6. He wasn't looking. If he had been looking, he would have stopped his motorcycle at the traffic light.
7. I didn't know it was going to rain. If I had known it was going to rain, I would have taken my umbrella to school today.
8. It must have had a disease. If it hadn't had a disease, it wouldn't have died.
9. He must have been driving too fast. If he hadn't been driving too fast, he wouldn't have been stopped by the policeman.
10. He must not have remembered her birthday. If he had remembered her birthday, he would have given his girlfriend a birthday present.

Exercise 5 (199)

1. Would be
2. **Mistake: V = see.** Will see
3. Would have taken
4. Don't ask
5. Hadn't rained
6. Will you look
7. Used
8. Wouldn't have opened
9. Owned, would never drive
10. Have, will sleep

Grammar: Mixed Clauses: Exercise 1 (199-200)

1. Who
2. Which have/where there are
3. Where/in which
4. Which/that
5. Which
6. Where, there is
7. Which is
8. Which
9. Who
10. Which
11. Where there are/which have
12. Which

Exercise 2 (200)

Paragraph 1: Which is, where, there are, which, which is, who, which

Paragraph 2: which has/where there are, where, who, which

Paragraph 3: which, there are, which, which has/where there are, there are, which has/where there are

Grammar: Mixed Passives Cloze (201)

Paragraph 1: was reported, had been believed, was found, was not given, was washed, was carried, was suddenly washed, had to be taken.

Paragraph 2: could have been done, had not been seen/was not seen, couldn't be seen, couldn't be picked up, would be found

Paragraph 3: was brought, had been washed out, was found, was taken, (was) given, was notified

Special Topic: News of the Weird: Reading Comprehension Questions (202-203)

1. D
2. C
3. D
4. C
5. A
6. B
7. A (**Mistake: should read “What might cause the collapse of Calcutta’s Howrah Bridge?”**)
8. C

Cloze 1 (203)

1-5 CADBA 6-10 DCBDC 11-15 BCBAD 16-20 ACBDA

Cloze 2 (204)

1-5 CABAB 6-10 ACBDB 11-15 ACDBB 16-20 CABDD

Test Reading 1 (204-205)

1-4 ABBD

Test Reading 2 (205-206)

1-4 BDAC

Test Reading 3 (206)

1-4 CCBC

Test Reading 4 (207)

1-4 CDAB

Vocabulary 2: Advertising and Money (209)

Top 4 questions: discussion

Matching (209)

13, 16, 14, 11, 6, 5, 2, 3, 1, 20, 18, 17, 15, 4, 10, 7, 8, 9, 12, 19

Reading: Advertising: Reading Comprehension Questions (211-212)

1. D
2. B
3. B
4. C
5. B
6. D
7. B
8. A
9. Student opinion.

Grammar: Future in the Past: Exercise 2 (213)

1. Were going to go
2. Was going to fail
3. Was going to become
4. Were going to win
5. Wasn’t going to come (**Mistake: V should be “(not come)”**)
6. Were going to get
7. Weren’t going to meet

8. Were going to say

Exercise 3 (213-214)

1. Ate
2. Was eating, walked
3. Was going to eat, walked
4. Was going to fight, decided
5. Was working, went
6. Wasn't going to study, said
7. Thought, were going to become, were, became
8. Was going to see, stayed
9. Wasn't she going to walk
10. Was going to take, got into, didn't have to.
11. Wasn't your grandmother going to make
12. Was going to call you up, was talking, sent, didn't receive

Exercise 5 (214-215)

1. Sam believed that he would change the world.
2. Lori wondered if/whether she could finish her math homework.
3. Do you think that you could bike from here to Golog in a day? **Mistake: verb "believe" should be "think"**
4. She thought she would stay overnight but she didn't.
5. I thought Amelia and Jacob would be together forever!
6. Lobsang believed that you would win the race.
7. Did you think Ben could run faster than Tashi?
8. I thought we could take a bus from here to Labrang.
9. Samantha thought she could beat all the students in a race.
10. My friends thought that they would never get old.

Grammar: Mixed Modals...and more: Exercise 1 (215-216)

1. Could, can't (**mistake: first underlined example should read " could (can/could/may)"**)
2. Might, would
3. Shouldn't, ought to, should, wouldn't
4. May, might not
5. Must, will
6. Don't have to
7. Mustn't
8. Could, would, can't
9. Ought not to, are supposed to
10. Had to, couldn't

Exercise 3 (216)

1. Should have passed
2. Shouldn't have bought
3. Shouldn't have asked (**mistake: verb should be "not ask"**)
4. Couldn't have climbed (**mistake: verb should be "not climb"**)
5. Could have come
6. Could have frozen
7. Should have returned
8. Must have been
9. Must have already arrived
10. Shouldn't have stayed (**mistake: verb should be "not stay"**), should have gone

Exercise 4 (217)

1. Shouldn't be studying, must study

2. Should shut
3. Should I make
4. Have to go
5. Should have been, should have stayed, couldn't come, should stay
6. Must be
7. Should have been, may have gotten stuck
8. Might be, might be, should ask
9. Can you help, can't find, can you tell, should get in
10. Mustn't smoke (**mistake: "mustn't" misspelled "musn't"**)

Exercise 5: Cloze (217-218)

1-5 DCCAA 6-10 CBCBC 11-15 BDDCB 16-20 BCBBA 21-25 CBABA
(Mistake: #20 options should read: A. would have done, B. would do, C. wouldn't do, D. wouldn't have done)

Cloze 1 (218-219)

1-5 BCBDA 6-10 CDCAB 11-15 BCCDB

Cloze 2 (219-220)

1-5 CADBA 6-10 CBDCA 11-15 DBCBA 16-20 DBDAC

Test Reading 1 (220-221)

1-4 ADBC

Test Reading 2 (221)

1-4 ADCA

Test Reading 3 (222)

1-4 BCDC

Test Reading 4 (222-223)

1-4 AADC

Test Reading 5 (223-224)

1-4 CDBB

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Answer Key
答案

Unit 7: Criticism and Analysis

Vocabulary 1: Analyzing Art

First questions/artworks: student opinion/analysis

Matching (227)

5, 9, 11, 13, 1, 6, 14, 8, 12, 3, 4, 10, 7, 2

Reading: The Scream and Artistic Analysis: Reading Comprehension Questions (229-230)

1. D
2. B
3. D
4. A
5. B
6. A
7. C
8. Student opinion

Grammar: Mixed Verbs: Exercise 2 (231-232)

Tsering: haven't seem. Have you been doing

Drolma: have been working, saw, had just finished, were going to take

Tsering: thought, was going to start, changed, am still working, have become, has increased

Drolma: is, does your company lead

Tsering: has, have been trying, were going to add, didn't get, will become, will have opened, will have begun

Drolma: am

Tsering: is, have you been doing

Drolma: wanted, haven't had, got

Tsering is

Drolma: is

Tsering: did you meet

Drolma: was visiting, was going, was walking, slipped, fell, tried, couldn't walk, had, discovered, fixed, was

Tsering: wish

Drolma: was, can meet

Tsering: have to travel, can meet, will be traveling, will have

Drolma: will see (**mistake: choices should read "see/saw/will see"**)

Phrasal Verbs 9: Three-word: Exercise 1 (233)

1. Along with
2. Together with
3. Out with
4. over to
5. out about

6. out for
7. away from
8. over to
9. out of (**mistake: should read _____ the article to show him**)
10. back to
11. around with

Special Topic: Gaudi: Reading Comprehension and Discussion Questions (235)

1. B
2. D
3. His most important building is a church named the Sagrada Familia. It is interesting because of its unique design – and also because, nearly 100 years after his death, it is still not finished!
4. C
5. Gaudi thought architecture should represent the divine in nature, and show how we can find God in the natural world.
6. Student opinion

Cloze 1 (235-236)

1-5 DBCAB 6-10 BCDA 11-15 DACCD 16-20 BADBC

Cloze 2 (236-237)

1-5 CBDDB 6-10 ABCDB 11-15 AADCB 16-20 DCBAD

Test Reading 1 (237-238)

1-5 BACAD

Test Reading 2 (238-239)

1-4 CDDA

Test Reading 3 (239)

1-4 DCDA

Vocabulary 2: Analyzing Arguments (241)

Introductory questions: student opinion and debate

Complete the text with the vocabulary words below (241-242)

Paragraph 1: intellectual, debate, controversial, general, specifics

Paragraph 2: accept, obvious (or apparent), satisfying, **principle** (**mistake: should read “strongly believe in the idea or _____ (n) of...”**), absolute, suspicious

Paragraph 3: Abstract, complex

Paragraph 4: Academic, contexts

Mistake: “reject” not used.

Reading Comprehension Questions (243)

1. B
2. B
3. D
4. B
5. C
6. D
7. D
8. A
9. Student opinion

Phrasal Verbs 10: Cloze (243-244)

Paragraph 1: into, out, on, it off, up, back, down, then up

Paragraph 2: out, into

Paragraph 3-4: up, around, out, up

Paragraph 5 (I looked): out, into, through with

Paragraph 6: it off

Paragraph 7: together, me into

Paragraph 8: up

Paragraph 9: back, out, up

Paragraph 10: in

Paragraph 11: off

Paragraph 12: in, out, together

Paragraph 13: up

Paragraph 14: out, over, up, up, off, away from

Paragraph 15: together

Grammar: Mixed Verbs: Exercise 1 (245)

1. Is
2. Was, is raining
3. Had been raining, stopped
4. Have you been feeling, your health been (**mistake: In sentence 2, "has" should not be written**)
5. Had not had
6. Had been working, moved
7. Have never seen
8. Was studying, rang
9. Are, will have been married
10. Will be taking
11. Have never been, went (**mistake: verb 2 should be "(go)"**)
12. Has always wanted, arrived

Exercise 2 (245-246)

Paragraph 1: is considered, was born, became, was troubled, was able to

Paragraph 2: was, industrializing, had experienced, had experienced, was changing, left, had been

Paragraph 3: was being created, developed, focused, decreased, believed, were going to be drawn, is, felt that, had ever produced, thought, was going to change

Paragraph 4: died, continue

Special Topic: Jonathan Swift, A Modest Proposal (1729): Matching (248-249)

1, 7, 16, 17, 8, 10, 2, 12, 11, 13, 6, 14, 18, 15, 3, 9, 5, 4

Reading Comprehension Questions (249)

1. Swift says that Ireland's large population of poor children, especially beggars, is a problem for the country.
2. Swift proposes to breed children for food.
3. His argument is that children are useless in other professions, and by breeding them for food, we will not only solve Ireland's population and food problems, but also bring economic benefits to poor families (as families sell their children for food). He also says it's a good idea because it will increase business at bars and food quality (due to competition), encourage people to marry and care for their children, and allow Ireland to save the lives of pigs (more examples in text).
4. Not really, because of (student opinion).
5. His real suggestions are to raise taxes, use only Ireland-made products, ending hatred of others and coming together as one country, teaching landlords to have mercy on their farmers, and/or putting a spirit of honesty and hard work in shopkeepers.
6. Student opinion
7. Student opinion

Cloze 1 (249-250)

1-5 DABCA 6-10 BDCDA 11-15 BCBDC 16-20 ABDAC

Cloze 2 (250-251)

1-5 BDCBD 6-10 ACCAC 11-15 CCBAB 16-20 ACADB

Test Reading 1 (251-252)

1-4 BAAD

Test Reading 2 (252-253)

1-4 AACC

Test Reading 3 (253)

1-4 CDAB

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Answer Key
答案

Unit 8: Applying for College

Vocabulary 1: The Interview: Matching (256)

21, 6, 18, 7, 14, 16, 9, 3, 19, 4, 23, 17, 1, 12, 15, 10, 20, 2, 8, 1, 22, 13, 5

Conversation: A College Interview: Reading Comprehension Questions (259)

1. D
2. B
3. D
4. One of Tashi's strengths is that he's hardworking. One of his weaknesses is that he isn't very patient.
5. B
6. B
7. A
8. C
9. C
10. Tashi and his family can't pay for school, because they are nomadic yak-herders who don't have much money.
11. C
12. Student opinion

Grammar: Inverted Sentences (259-260)

In that barn live four horses. Subject four horses Verb live

Exercise 1 (260)

1. Sits
2. Is
3. Was
4. Steals
5. Eat
6. Was
7. Is
8. Stands
9. Do
10. Is

Exercise 2 (260)

1. Here are the stolen bikes.
2. Included in the email is his letter.
3. Very wise is the young monk.
4. Extremely foolish is Tashi.
5. Unusually suspicious is that shopkeeper.
6. Very strange is that man on the corner.

Exercise 3 (260-261)

1. Never have I been more unhappy.
2. Rarely had she seen anything so strange.
3. No sooner had he finished dinner than she arrived.
4. Only after understanding the question does the teacher make a comment.
5. Little did I know that he would come so early.
6. So happy was I that I jumped for joy.
7. Hardly ever does he come to class on time.
8. Not only was Michael Jackson a great singer, but also a great dancer.

Exercise 4 (261)

1. Down the street lived the man and his wife.
2. Up the pole went the flag (the flag went)
3. Down the mountain came the climbers (the climbers came).
4. Out of the shop came Mary (Mary came).
5. Back home for holiday went the students.
6. Away from Xining he went and never returned.
7. Into the living room came my grandparents (my grandparents came).
8. Across the street was Tashi's friend.

Exercise 5 (262)

1. C (mistake: B should read "The thief down jumped")
2. B
3. C
4. A
5. C
6. C
7. B
8. A
9. C
10. D
11. B

Cloze 1 (262-263)

1-5 CACBB 6-10 ADDCB 11-15 CADAC 16-20 BAADB

Cloze 2 (263-264)

1-5 ABACD 6-10 BBBCD 11-15 CBAAC 16-20 ADCDA

Test Reading 1 (264-265)

1-5 BDACD

Test Reading 2 (265-266)

1-4 DCAC

Test Reading 3 – nonexistent!

Test Reading 4 (266)

1-5 BACAB

Pre-College English for Tibetan Speakers
高原英语：高考知识点
མཐོ་སྒྱུགས་དབྱིན་ཡུག་སྒྱུགས་གཞི་རྩ་གནད།

Answer Key
答案

Appendix 1: Test Listening

1: Tianjin 天津 2010 (269) (mistake: actually 2009) (start recording at 2:20)

1-5 CABCB 6-10 ACBAB 11-15 CBACB 16-20 CBACA

2: Tianjin 天津 2007 (270)

1-5 CABCA 6-10 CBABC 11-15 BABBC 16-20 BCACA

3: Shandong 山东 2009 (271)

1-5 CBACA 6-10 CBACB 11-15 CBBCC 16-20 ACABB

4: Hunan 湖南 2009 (272)

1-5 CBCAB 6-10 CBCBA 11-17 ABACBAA 18. Lazy life 19. Active 20. Step by step

5: Hubei 湖北 2010 (273) (start recording at 5:20)

1-5 CBCBA 6-10 ABBCA 11-15 CABAC 16-20 BCAAB

6: Hubei 湖北 2011 (274)

1-5 ABABB 6-10 CACAB 11-15 CCABB 16-20 CBAAC

7: Beijing 北京 2011 (275)

1-5 CBBAC 6-10 ACBAA 11-15 BCCBA
16. Four/4 17. Vegetable 18. Melissa 19. Brown 20. Shorts

8: Beijing 北京 2010 (275-276)

1-5 BAACB 6-10 BAACB 11-15 CCABB
16. wrong 17. 3c56 18. System 19. Special 20. Credit

9: Beijing 北京 2007 (276-277)

1-5 ABCAC 6-10 BCCCA 11-15 AABCB 16-20 BBACB

10: Anhui 安徽 2010 (277-278) (start recording at 2:30)

1-5 BBABC 6-10 ACAAB 11-15 CACCB 16-20 BCBCA

Appendix 2: Test Error Correction

1 (279)

1. sudden→suddenly 2. hotter→hot 3. is→was 4. Correct! 5. out--out of 6. drop→drops
7. into^the house 8. loudly→loud 9. Delete “when” 10. broke→broken

2 (279)

1. delete "in" 2. more → much 3. likes → like 4. technologies → techniques 5.delete
"the" 6. play → plays 7. Helping ^ the rest 8. improved → improve 9. Correct! 10. won't → don't

3 (279)

1. part → parts 2. a → the 3. hopes ^ to create 4. Delete "it" 5. thought → thinks
6. deep → deeply 7. hearing → heard 8. For → In 9. Correct! 10. but → and

4 (279-280)

1. On → In 2. have → had 3. Supply ^ had been cut 4. after → until 5. the → a
6. tired → tiring 7. Delete "to" 8. subject → subjects 9. Correct! 10. terribly →
terrible

5 (280)

1. Recent → recently 2. Delete "been" 3. 正确 4. gave → gives 5. isn't → doesn't
6. in → to 7. Delete "a" 8. with ^ their 9. trembled → trembling 10. tail → tails

6 (280)

1. be → been 2. firstly → first 3. feeling → feelings 4. Is ^ to study 5. until → if /
whether 6. Delete "to" 7. go → going 8. watched → watch 9. Correct! 10.
and → or

7 (280)

1. on → by 2. would → should 3. becoming → became 4. Correct! 5. face → faces
6. delete the 2nd "to" 7. tell → told 8. is → was 9. down → down on 10. open → opened

8 (280-281)

1. boy ^ who 2. so → too 3. Correct! 4. lived → who lived 5. read → reading
6. giving → given 7. lending → to lend 8. delete "them" 9. late → later 10. Delete the 2nd
"a"

9 (281)

1. years → year 2. showed → show 3. hiding → hide 4. Correct! 5. them → it
6. but → and 7. pleasing → pleased 8. And → But 9. delete "back" 10. founded →
found

10 (281)

1. Correct! 2. any 3. can ^ to 4. did → do 5. family → home
6. subject → subjects 7. a → the 8. Delete "about" 9. and → or 10. homes →
families

11 (281)

1. Watch → watched 2. very → so 3. hurry ^ to 4. of → for 5. Correct!
6. eyes ^ were 7. Delete "to" 8. speak → say 9. as → for 10. coldly → cold

12 (281-282)

1. some → some of 2. with → to 3. get → got 4. Delete "the" 5. Correct!
6. Freely → free 7. out → out of 8. thought → thought of 9. into → to 10. back → back to

13 (282)

1. at → at the 2. for → to 3. of → about 4. to → in 5. have → had
6. Correct! 7. homeworks → homework 8. in → on 9. work → working 10. and → or

14 (282)

1. as→like 2. realized→realize 3. graduate ∧ from 4. Delete “the” 5. examination→examinations
6. that→which 7. Correct! 8. to→into 9. our→their 10. and→or

15 (282)

1. died→dead 2. other→others 3. after→before 4. male→males 5. his→their
6. have→are 7. Correct! 8. Seized ∧ by 9. classroom→a classroom 10. late→later

Appendix 3: Additional Clozes

Cloze 1 (2009 全国 II) (283)

1-5 BADCD 6-10 AADBC 11-15 DACDB 16-20 CCBAB

Cloze 2 (2009 四川) (283-284)

1-5 BDBCA 6-10 ADACB 11-15 DABBA 16-20 CDCDA

Cloze 3 (2008 全国 II) (284-285)

1-5 CBDAC 6-10 CBDDB 11-15 BCACA 16-20 BDAAD

Cloze 4 (2010 陕西) (285-286)

1-5 ACBBB 6-10 DBCCB 11-15 AAADB 16-20 CDDDB

Cloze 5 (2011 北京) (286)

1-5 CDBAC 6-10 ABCAD 11-15 BADCB 16-20 ABDDC

Cloze 6 (2011 天津) (287)

1-5 BACAD 6-10 CBDAC 11-15 DBCDA 16-20 ACBDA

Appendix 4: Additional Test Readings

Test Reading 1 (288)

1-4 AACA

Test Reading 2 (288-289)

1-4 CABD

Test Reading 3 (289-290)

1-4 DBAA

Test Reading 4 (290-291)

1-4 AADB

Test Reading 5 (291)

1-4 CDAB

Test Reading 6 (292)

1-4 DBAD

Test Reading 7 (292-293)

1-4 BDBC

Test Reading 8 (293-294)

1-4 ADCC

Test Reading 9 (294-295)

1-5 DCBAB